



*Franklin Education Foundation*  
*Dedicated to Innovation and Excellence in Education*

The Franklin Education Foundation (FEF) is pleased to announce the 2015 grant award program. *This is an exciting opportunity for faculty and staff to obtain funds that will support stimulating and innovative projects.*

Founded in 1997, FEF consists of a diverse group of individuals from many segments of the Franklin community. Members include community leaders, local organizations, educational institutions, business and industry, and families. Each member of FEF supports the Foundation's fundamental goal of providing a forum and means of achieving academic excellence for the school children of Franklin, MA.

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**REQUEST FOR PROPOSALS – DUE MARCH 31, 2015**

**THERE ARE SUBSTANTIAL CHANGES TO THE GRANT PROGRAM THIS YEAR.**

**PLEASE READ THIS ANNOUNCEMENT VERY CAREFULLY.**

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We have made changes to the grant program this year in order to provide applicants more time to construct a competitive proposal and have added an "***FEF Pinnacle Award***" with a \$5000 budget for the highest scoring proposal.

**The changes are summarized as follows:**

1. **Proposal submission timeline changes:** The application submission deadline has been changed for 2015.
  - a. Paper versions of RFPs will be distributed to all schools during the week of **January 5, 2015** and electronic copies may also be requested by email ([cbrady1@comcast.net](mailto:cbrady1@comcast.net)) or downloaded from the FEF web site (<http://www.franklined.org/grants>) starting January 5.
  - b. Proposal applications must be postmarked or emailed by midnight **Tuesday, March 31, 2015**.
  - c. Applicants will be notified about funding decisions toward the end of May once FEF has completed fundraising and has determined the amount of funds available.
  
2. **FEF Pinnacle Award Competition:**
  - a. Applicants may request that their application be considered for the FEF Pinnacle Award. The Pinnacle Award will be given to the application receiving the highest review score by the FEF Grant Review Committee.
  - b. Only highly meritorious and well-written proposals will be considered for the award.
  - c. The budget limit for the Pinnacle Award is \$5000.
  - d. Applicants wishing to be considered for the Pinnacle Award should check the box  labelled "Applying for the Pinnacle Award". Those applying for the award should submit a strong, well-written proposal consistent with the standard \$2500 budget cap. Thus, if the applicant's proposal is not chosen for the Pinnacle Award, it will still be considered for the standard \$2500 budget award. In addition, the applicant must provide a description of how the additional funds, if awarded, will substantially enhance the impact of the proposed program. Simply asking for more materials with the additional funds is not considered a substantial enhancement. An example of a substantial enhancement would be an additional educational component to be added to the proposed program or a significant increase in the number of students served.

**Application Process for 2015 Grant Program - Proposal submission timeline**

The FEF has undertaken extensive fund raising to support this grant program. All teachers, administrators, paraprofessionals/aides, secretaries, cafeteria staff, and custodians are eligible to submit a proposal either individually or as part of a group. **Previous grant recipients are also encouraged to apply for funds to support new projects or to continue an existing project for the second or third year. Proposal applications must be postmarked or emailed (to [cbrady1@comcast.net](mailto:cbrady1@comcast.net)) by midnight Tuesday, March 31, 2015.** The attached information includes:

- Proposal Guidelines and Application Questions (white paper)
- Sample of Submitted Proposal Funded by FEF (yellow paper, starts page 8)
- Summary of Grant Projects from Previous Years (blue paper, starts page 11)

**Note: Requirement for 2015 Grant Applications Involving  
Technology or Changes in Facilities– Presubmission Abstract Required**

If your proposed project will involve technology and/or interior or exterior changes to facilities, you must have submitted a presubmission abstract for review this past November in response to the FEF call for presubmission abstracts. Proposals with technology/facilities changes submitted without a presubmission abstract will be returned to the applicant without review. **Please attach your previously submitted abstract and reviews with your application.**

If at any time you have questions regarding the grant application process, please contact FEF Grants Committee Chair, Kit Brady @ [cbrady1@comcast.net](mailto:cbrady1@comcast.net).

Please complete the application and submit it either by mail or email:

**-Mail it postmarked by March 31, 2015 to:**

Franklin Education Foundation  
Grant Review Committee  
PO Box 531  
Franklin, MA 02038

**OR****-Email it by midnight March 31, 2015 to:**

[cbrady1@comcast.net](mailto:cbrady1@comcast.net)

You may request this application as a MSWord document via email ([cbrady1@comcast.net](mailto:cbrady1@comcast.net)) or download it from the FEF's web site <http://www.franklined.org/grants>.

**\*\*To be fair to all applicants, no application received after the above deadlines will be reviewed.\*\***

## FRANKLIN EDUCATION FOUNDATION – PROPOSAL SUBMISSION INSTRUCTIONS

### 1. PURPOSE OF FRANKLIN EDUCATION FOUNDATION GRANTS

- Grants will be judged on the basis of fulfilling the mission of the FEF:  
*The Franklin Education Foundation fosters the development of innovative practices and supports system-wide activities that enhance services in the Franklin Public Schools.*

### 2. TYPES of ACTIVITIES THAT WILL BE FUNDED

- Development and implementation of innovative curriculum materials, projects, activities and services in one or more schools and/or within the community
- Projects that cannot be funded through school budgets
- Resources, equipment, and supplies required for carrying out the project
- Special speakers and information programs
- Conference/ workshop registration fees and travel for training related to the project's goals

**Note: For descriptions of previously funded projects, see attached list included with blue packet. A review of these grants may be helpful to you in generating ideas for your project.**

### 3. TYPES OF ACTIVITIES THAT WILL NOT BE FUNDED

- Salary-related or substitute teacher stipends; field trips

### 4. INDIVIDUAL OR GROUP PROPOSALS

- An individual or a group of individuals may submit proposals.
- All members of the teaching, administrative, secretarial, paraprofessional, cafeteria, and custodial staffs may apply, **including current and past grant recipients.**

### 5. LENGTH OF GRANTS

- FEF will consider proposals to fund a project for up to three years; however, **applicants must reapply each year for continued funding. A progress report of the previous year must be submitted prior to reapplying for continued funding.**

### 6. INSTRUCTIONS FOR COMPLETING THE GRANT APPLICATION

1. All grant applications must be submitted using the application packet below. **See sample grant application on yellow paper included in this packet for a suggested approach to preparing a proposal.**
2. Funds may be requested in any amount up to \$2500 per year (*unless the applicant is applying for the FEF Pinnacle Award – see Page 7 for instructions*); grant projects may extend over three years; grants exceeding the requested amount will be returned to the applicant.
3. Applicants who have been awarded a grant in a prior year must have completed the year-end progress report on their grant in order to be considered for another grant.
4. All grant applications must answer all of the questions listed in Part II of the application. Answers must be complete, thorough and in the order of the questions.
5. In order to ensure that all grants are reviewed and judged without identification of the school or applicant, **Part I must be placed in a separate, sealed envelope that is clearly identified on the outside as “Application – Part I.”** The grant proposal description document must be placed in a second envelope clearly labeled “Application Part II.” **Part II should contain no identifying remarks that indicates the school or applicant (even within the text).** The grant review committee will receive only Part II. Both envelopes should then be placed in one larger envelope and mailed to:

**Franklin Education Foundation, Grant Review Committee, P.O. Box 531, Franklin, MA 02038.**

6. **\*\*Emailed applications** – Parts I and II should be emailed together and they will be separated as above by the FEF Grant Committee Chair prior to being sent to the review committee. Part I must be signed by the lead applicant; see instructions on Part I for scanning and sending the signed form via email. If scanning Part I is not possible, the signed Part I may be mailed separately to the above address for FEF (include the unsigned Part I with the email submission).

**FRANKLIN EDUCATION FOUNDATION – GRANT IMPLEMENTATION GUIDELINES**

1. The grant is awarded to the applicant and the particular school in which the project is based. Therefore, any materials or equipment involved are to remain at the specified school should the grant applicant transfer within the system. If, for any reason, the teacher leaves or is transferred to another school within the district before the program is fully implemented, the teacher should contact the FEF Grant Review Committee Chair. FEF will consult with the building principal about the feasibility of continuing the grant.
2. All grants are awarded for a full academic year. Any unused portions of the grant at the end of the award year will be returned to the FEF, unless FEF approves otherwise.
3. Grant applicants will be asked to provide FEF with a progress report of the grant findings and expenditure of funds at the end of the grant year. The grant recipients will also be asked to work with the FEF throughout the year to showcase the teacher and the grant in the community.
4. For further information, contact Grant Committee Chair Kit Brady at: 617-312-6175 or email: [cbrady1@comcast.net](mailto:cbrady1@comcast.net).

**FRANKLIN EDUCATION FOUNDATION**

**YEAR 2015 ACADEMIC GRANT PROGRAM  
GRANT APPLICATION**

**PART I**

**Note: Part I must be placed in a separate, sealed envelope that is clearly identified on the outside as "Application – Part I". \*\*Emailed applications – Parts I and II should be emailed together and they will be separated by the FEF Grant Committee Chair prior to Part II being sent to the review committee.**

**Lead Applicant Name:** \_\_\_\_\_ **Email** \_\_\_\_\_

**Co-Applicants (if proposal is being submitted by more than one applicant):**

**Name:** \_\_\_\_\_ **Email** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Email** \_\_\_\_\_

**Name:** \_\_\_\_\_ **Email** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**School Street Address:** \_\_\_\_\_

**School Phone Number:** \_\_\_\_\_

**Home Phone Number of Lead Applicant:** \_\_\_\_\_

**School Principal:** \_\_\_\_\_ **Email** \_\_\_\_\_

**Do you access your school email on a regular basis?** \_\_\_\_\_ **yes** \_\_\_\_\_ **no**

Does your proposal involve technology (i.e. computers, Smart Boards, clickers, etc.) **or** physical changes in our outside the school? \_\_\_ Yes; \_\_\_ No.

If you answer "yes," you must have submitted a presubmission abstract this past November. Proposals with technology/facilities changes submitted without a presubmission abstract will be returned to the applicant without review. Please attach your previously submitted abstract and reviews with your application.

Does your project fit with your school's Improvement Plan? \_\_\_ Yes; \_\_\_ No

**Signature of Lead Applicant:** In submitting this proposal, I recognize that implementation of the project must adhere to the Franklin Public Schools Safety Policies.

\_\_\_\_\_  
**Signature**

**(If submitting application by email, please sign this form, scan it to a pdf and attach the pdf of Part I to the submission email. If this is not possible, submit the signed Part I by mail per the above mailing instructions)**

**FRANKLIN EDUCATION FOUNDATION**  
**YEAR 2015 ACADEMIC GRANT PROGRAM**  
**GRANT APPLICATION**  
**PART II**

**Note: Part II must be placed in a separate, sealed envelope that is clearly identified on the outside as “Application – Part II”. \*\*Emailed applications – Parts I and II should be emailed together and they will be separated by FEF Grant Committee Chair prior to Part II being sent to the review committee.**

Please answer the following questions in the order that they are asked. Except for question one, **each question should be answered in 300 words OR LESS.** Responses to each question **do not** have to be lengthy, but should provide enough information for the reader to understand the concept or proposed activities. (See sample proposal included in packet)

**☐ “Applying for the FEF Pinnacle Award”** See page 7, “Pinnacle Award Instructions”

1. In **one sentence** summarize the amount and focus of your request for funds.
2. What challenges, problem(s), gaps in services, or needs does the project address?
3. What are the goal(s) and objective(s) for the project?
4. List and describe what activities will be undertaken to meet the objectives and when they will take place. Will project be supported and/or enhanced by other curriculum/school activities? How are the activities related to current educational research, innovative, or reflective of a different educational approach?
5. How many students and teachers will benefit from the project? What is the immediate and long-term impact of your proposed project or program on the students’ growth, abilities, attitudes, and understanding?
6. How will you evaluate the success of the project? In other words, how will you track the impact of the project? What will be some quantifiable and/or qualitative outcomes that you will use to determine if the project has met its objective(s)?
7. How could the project be reproduced in other classrooms or schools?
8. Budget (**\$2500 limit**): Present budget information under the categories that apply to your project. Include brief statements explaining the purpose of each item or groups of items. (See attached proposal for sample budget)

Category	Number	Cost Per Unit	Total
<b>1. Equipment</b>			
<b>2. Supplies</b>			
<b>3. Professional Development/Training</b>			
<b>4. Guest Speakers, Artists, Performers</b>			
<b>5. Other</b>			

**TOTAL REQUEST**

## Pinnacle Award Application Instructions

Applicants may request that their application be considered for the FEF Pinnacle Award. The Pinnacle Award will be given to the application receiving the highest review score by the FEF Grant Review Committee.

Only highly meritorious and well-written proposals will be considered for the award.

The budget limit for the Pinnacle Award is \$5000. Multi-year projects would have a \$2500 budget limit after year 1.

Applicants wishing to be considered for the Pinnacle Award should check the box  on Page 6 labelled “Applying for the Pinnacle Award”. Those applying for the award should submit a strong, well-written proposal consistent with the standard \$2500 budget cap. If the applicant’s proposal is not chosen for the Pinnacle Award, it will still be considered for the standard \$2500 budget award. **In addition**, the applicant must provide a description of how the additional funds, if awarded, will substantially enhance the impact of the proposed program. Simply asking for more materials with the additional funds is not considered a substantial enhancement. An example of a substantial enhancement would be an additional educational component to be added to the proposed program or a significant increase in the number of students served. The \$5000 budget limit for the Pinnacle Award applies to Year 1 of the project; if funding is requested for additional years the standard \$2500 budget will apply in subsequent years.

### **Description of the substantial enhancement to the proposed program if awarded the Pinnacle Award**

**In the space below**, please describe an additional educational component to be added to the proposed program or a significant increase in the number of students served if the project is selected for a Pinnacle Award.

## SAMPLE PROPOSAL

### Proposal to Establish a Primary Source Library Application – Part II

**1. In one sentence, summarize the amount and focus of your fund request.**

This proposal seeks \$1720 to establish a mobile “primary source” classroom library for seventh grade social studies students.

**2. What problem(s), gaps in services, or needs does the project address.**

One of the most effective ways to assist students to understand historical concepts is to provide them with the opportunity to use “primary sources” to analyze and interpret historical events. “Primary sources” may include diaries, newspaper first-person accounts or reactions to events, taped or written interviews with people living at the time of an event, books featuring personal perspectives, and speeches. The Internet also provides links to many primary sources. Through using primary sources, students can understand more clearly the impact that historical events have on the lives of individuals and societies. Primary sources make “history come alive to students.” Their studies become much more than just memorizing facts, dates, causes, and outcomes.

Currently, at our school only a limited number (three) “primary sources” are available to support the seventh grade social studies curriculum, and these are located in the school library. It is very difficult to incorporate the use of these sources over an extended period of time into the curricula, since either the entire class or a small group from the class must go to the library. In addition, because there are so few sources, it is very difficult to plan a variety of curriculum activities or to have several students utilizing them at one time. Finally, the students’ textbooks contain only a limited number of abridged primary sources for some units.

A “primary source” library available in the social studies classroom would enable teachers to plan activities that utilize these sources on an ongoing basis. Some students can work with the resources, while other students are completing other activities related to the unit being studied. Since the library is in the classroom, the teacher can effectively assist all students, rather than sending some students to the library to work on their own. The resources can be stored on mobile carts that will make it possible for the “library” to move from one classroom to another.

**3. What are the goal(s) and objective(s) for the project?**

**Goal:** To increase student understanding of historical events and their impact on individuals and society.

**Objectives:**

1. Purchase a variety of “first source” materials, including diaries, tape-recorded interviews, books, and curriculum guidelines.
2. Develop curricula that incorporates these materials into several different social studies units, including World War I, the Depression, World War II, the Korean War, and the Cold War
3. Provide students with opportunities to develop their own “primary source” materials through interviewing people who lived through some of these periods.

#### **4. Explain what activities will be undertaken to meet the objectives and when they will take place**

The following activities will be undertaken to meet the objectives:

##### **September**

Order some of the books and other resources (see budget for list of books)

##### **October**

Two seventh grade teachers attend Boston University Symposium on "Using Primary Sources to Enhance the Teaching of Social Studies"; obtain curriculum development information and list of additional suggested resources

Order additional resource materials

##### **October and ongoing**

Develop and implement classroom activities that utilize the primary sources, including those found on the Internet; activities may include comparing diaries written by people during the same time period, students writing their own diaries, and students -developing reports.

Pre- and post-assessments of student learning

##### **April**

Prepare students in techniques of conducting "primary source" interviews

##### **April – May**

Students tape interviews with veterans of World War II, the Korean War, and the Berlin Blockade; interviews are shared with classmates; essays and oral presentations are developed based on the interviews

These activities relate to current educational research regarding the best way to teach history to students. Studies conducted by the National Association of Social Studies Teachers show that students who have the opportunity to use primary source materials to augment their history studies consistently demonstrate a better understanding of historical events and their implications for society. Primary sources provide students with many more "hands-on" activities related to the study of history.

#### **5. How many students and teachers will benefit from this project?**

Each year the 175 seventh grade students enrolled at the school, as well as the two seventh grade social studies teachers will benefit from the project. In addition, when possible, we will seek funds from the school budget to add to the library of resources. Overall, the development of a primary source library will support many different types of learning opportunities so that students could build their research, critical thinking, analytical, and writing skills. For example, students could read, analyze and compare diaries written by both men and women during a particular period; they could utilize both primary and reference sources to develop reports on specific historical events; and they could demonstrate their understanding of an historical event through creating their own primary source diaries based on what they have learned from other sources. By incorporating the use of Web-based primary sources, we will also be helping to develop the students Internet-related research skills. The project will have a long-term impact because it will be available to students and teachers for several years and additional resources can be added to the library, as funds become available.

#### **6. How will you evaluate the success of the project?**

Prior to the use of a unit incorporating primary resources, teachers will administer a pre-test to students to determine their knowledge, understanding, and perceptions about a specific event. Following the unit, teachers will conduct assessments that could include a combination of written materials, oral reports, art projects, and tests to determine the knowledge students have gained. We anticipate that the use of primary sources will enable a majority of the students to demonstrate expected levels of understanding and knowledge of concepts. From another perspective, teachers

anticipate that more than 90% of students will demonstrate active engagement in the learning process, as shown by participation in discussions and quality of work completed.

### 7. How could the project be reproduced in other classrooms or schools?

The participating teachers would volunteer to conduct workshops on utilizing primary sources for other teachers in the school during a department meeting and/or for teachers throughout the system during a Professional Development Day. Interested teachers would also be invited to observe classes activities and to review curriculum plans and student work.

### 8. Budget

Category	Number/ Amount	Cost per Unit	Total
<b>1. Equipment</b>			
Tape Recorders <i>The tape recorders will be used by the students to record interviews with people who are primary sources. The tapes will become part of the library.</i>	2	125	250.00
<b>2. Supplies</b>			
Cassette tapes	100	5.00 per 10	50.00
<b>(List of Books)</b>			
Diary of Anne Frank	4	8.00	32.00
Diary of James Smith, a World War II Paratrooper	4	7.00	28.00
Diary of Emma Jones, a World War II Mother	4	15.00	60.00
Famous Speeches by Franklin Roosevelt and Winston Churchill	4	25.00	100.00
Student Handbook for Finding Primary Sources on the Internet	4	25.00	100.00
Teacher Handbook for Effectively Integrating Primary Sources	2	50.00	100.00
Additional books and resources identified after conference		300.00	300.00
Two library-style book carts <i>The tapes, books, and resources are required to establish the primary source library. The carts will be used to store the materials so that different classrooms can easily use them.</i>	2	200	400.00
<b>3. Professional Development/Training</b>			
<i>Registration fee for 2 faculty to attend a one-day workshop on "Utilizing Primary Sources in a Social Studies Curriculum" offered annually at Boston University. Registration fee is \$150 per person and includes an extensive resource list and curriculum development materials.</i>	2	150	300.00
<b>4. Guest Speakers – Not Applicable</b>			
<b>5. Other – Not Applicable</b>			
		<b>TOTAL</b>	<b>\$1720</b>

### Examples of Grants Awarded (1998-2013)

*All grants listed below were awarded by the Franklin Education Foundation entirely by funds raised from local businesses, organizations and individuals in the community. Since 1997, FEF has awarded approximately \$300,000 via over 110 grants to Franklin public school teachers and staff, thanks to the generosity of the community!*

#### Elementary School Grants

Parmenter— "Poet-in-Residence" The poet-in-residence will work with all K-5 classes to enhance poetry instruction as part of an extended school-wide poetry initiative related to skills required by the Curriculum Frameworks. *Judith Bassignani and Barbara Blake*

Davis Thayer— "Lending Library for Before School Breakfast Book Club" Multiple copies of selected books will be purchased for 5th grade students participating in the Before School Breakfast Book Club. Program enhances love of good literature by expanding selections beyond standard curriculum. *Melissa Cacciapaglia and Ellen Pierce*

Early Childhood Development Center — "Franklin Resource Guide Family" This project will support the publication of a Family Resource Guide and enhance the Resource Center which benefits families in Franklin. An online version of Resource Guide will be accessible through a link on the Franklin Website. *Bernadette M. Conroy*

Kennedy – "World Book Online" World Book Online resources will be utilized by students and faculty for special projects. *Carol DiNatale and Linda Galasso*

Kennedy – "Box City" An all-school interdisciplinary unit will enable all students in grades K-5 to participate in creating an extensive scale model of the Town of Franklin. *Charlene D'Onofrio*

Jefferson – "Open Circle Curriculum" supports the acquisition of authentic literature for grades K- 5 that spotlights bullying and the strategies for dealing effectively with it. *Don E. Cowart*

Jefferson – "Multicultural Literature for Kindergarten Student" Multicultural books will expand kindergarten students' view of the world and support them in considering how they are alike and different from others in such areas as physical attributes, family living arrangements, housing, cultures, and recreational activities. *Deborah Winterroth*

Parmenter - "Fifth Grade After School Book Club" Books will be purchased to support an After School Book Club that will foster the love of reading and discussions related to good literature. *Kathy Carlson*

Oak Street – "Fourth Grade Social Studies Web Site" Online social studies/geography research projects for fourth grades across the district will be collaboratively developed and linked to the new Massachusetts fourth grade history standards. The project will incorporate an interactive WebQuest. Teachers will create an ever-growing database that supports the content-based inquiring method. *JoAnn Tavalone and Sean O'Shea*

Jefferson - Multicultural read-aloud books will be used with first graders to challenge them to begin thinking critically about their world and their place in it. *Nancy Rae*

Oak Street – "In My Shoes – Disability Awareness" Fifth grade students will participate in an interactive program on disability

awareness presented by Spaulding Rehabilitation Hospital. *Mimi Feerick*

Jefferson - "Firsthand" writing program will assist teachers in developing writing goals and mini-lessons for students and provide students with the content and context to become good writers. *Don Cowart*

Parmenter – "First Grade Math Night" will assist parents in learning how to provide necessary problem-solving instruction and practice. A resource book of problem-solving activities will also be developed for teachers. *Ellen Sabonosh and Maureen Frangioso*

Jefferson – Kindergarten Literacy Centers will be established for four kindergarten classrooms to provide materials that enrich and support pre-reading skills. *Cathy Clough*

Parmenter - Books supporting Open Circle themes, such as understanding feelings, problem-solving, teasing, and bullying, will be purchased for K-5 students. *Carol Staniunas*

Oak Street – "Reading Prevention/Intervention Program" Scientifically based reading research will be used to develop an early intervention program for struggling second grade readers. The five building blocks of the program align with the district's reading curriculum and state assessments. *Shawn Connolly, Emily Laliberte, Kate LaRose, Shannon Novick, Tracy O'Brien*

Kennedy – "Traveling Math Boxes" will be developed for grades K-5 so that students can practice math concepts at home with parents. *Belinda Arnold and Charlene D'Onofrio*

Davis Thayer – "Journey Through Genres": Literature books will be purchased and curriculum revised to integrate subject matter at various reading levels in math, science and social studies. *Keri Brown and Kristina MacRury*

Oak – "Fifth Grade Investment Club" enables students to learn the fundamentals of investing in the stock market thought using an interdisciplinary approach that includes learning how current political, environmental and economic events can impact the outcomes of their investment decisions. *Beth Buswell Mary Doherty, Suzanne Grant, and Donna Reynolds*

Davis Thayer, Kennedy and Parmenter - "Everyday Math Trade Books" enables school libraries to purchase math trade books to support the Everyday Math program in each school. *Judi Bohall*

Davis Thayer – "Modeling Mathematics Instruction" provides teachers access to portable document cameras that will be used to support development of student mathematics skills, particularly as they relate to answering MCAS open response questions. *Margaret Miller*

Keller Sullivan Middle School - "Hands-on Equations" supports the purchase of equation kits for grades 3-8 to provide students

with a visual and kinesthetic approach to learning algebraic concepts. *Ruthann McHugh and Caryn Parnell*

Jefferson – “*Model Me Time DVDs*” DVDs will be used to model and teach appropriate social skills in kindergarten classes. *Deborah Winterroth*

Davis Thayer – “Enhancing K-5 Health Curriculum”. Models, visuals, and cooperative games and health games will enhance the new K-5 health curriculum. *Amanda Hartford*

Oak Street – “Apps Support for Grades 3-5” Apple iPad2s and various applications will be used to support reading, math, science and social studies concepts for students in grades 3-5. *Emily Mastalerz*

Parmenter Elementary School – “Reader’s Theater Library” Reader’s theatre scripts will be used by K-5 students to increase expression and fluency. *Jean Wolf*

Keller Elementary School – “Enhance K-5 Special Education Math Curriculum” Uses technology and software to supplement the specialized mathematics curriculum for special education students. *Staci Rogers, Britt Dubendris*

Parmenter Elementary School – “Educational Materials for Before/After School Academic Support Clubs” Established a collection of books and games to support after-school math and reading clubs. *Tricia Capaldi*

Oak Street – “Home Book Bag Program” Provided books to establish a Home Book Bag Program to support reading at home for students who are two or more levels below district reading grade levels. *Tracie O'Brien*

Parmenter Elementary School - “K-5 Exemplar Texts” Funded the purchase of a collection of broad range, high-quality texts on fiction, poetry, technical subjects, history and social studies for K-5 classroom and special education teachers to support the district’s adoption of the Massachusetts Frameworks and Common Core Standards. *Jean Wolf*

Jefferson Elementary School – “Enhancing K-5 Health Curriculum” Funded the purchase of models, visuals along with cooperative and health games to enhance the new K-5 health curriculum. *Kris Carter*

### Middle School Grants

Horace Mann—to foster local student/business connections. *K. Chris Cleverdon, Allyson Deguire, Carolyn Fortuna, Cece Gauthier, Vicki Golburgh and Mary Smith*

Horace Mann—to establish video club that involves student representation from each cluster in every grade. The club will create a video yearbook. *Joe Corey and Noreen Langmeyer*

Horace Mann Middle School at Sullivan— “Deana’s Fund Educational Theatre Programs” This program promotes healthy relationships among peers, and helps to prevent harassment, bullying, and relationship violence. Issues are presented to each grade level through a dramatic, interactive 3-person play. Curricula, classroom activity books and planning guide are provided to teachers prior to performances. *Roberta Oehley*

Horace Mann Middle School at Sullivan— “Top One Hundred Classic American Films” As an after-school activity, this project enables students to compare depictions of American society in film through viewing, analysis, and discussion. *Carolyn Fortuna*

Horace Mann Middle School at Sullivan— “Composer in Residence” A piece of music will be commissioned specifically for a middle school band, and the composer will serve as an artist-in-residence during the year to assist the students in interpreting and performing the composition. *Vicki Garino*

Horace Mann Middle School at Sullivan— “Costume Wardrobe for A Midsummer Night’s Dream” Costumes will be provided for use by 8th graders at both middle schools studying “A Midsummer Night’s Dream”. Costume-based learning enhances student understanding of characters and content. *Carolyn Fortuna*

Remington— “Joseph Burchac, Native American Expert” This award-winning author and storyteller will perform and interact with 6th, 7th, and 8th grade students in their study of Native American culture through literature. *Carol Lewenberg and Rhonda Havenor*

Remington— “Vernal Pools as Outdoor Classrooms” Vernal pools will be used as outdoor classrooms. The vernal pool ecosystem will be a model for understanding other ecosystems, communities, and populations. The program also provides real world experience with environmental issues and their impact on the community. *Jonathan Twining, Russ Holden and June Thall*

Remington – “Expansion of Ecosystems Unit” The ecosystems unit will be expanded to include a comparison of a vernal pool ecosystem to a perennial stream ecosystem located near the school. *Jonathan Twining, Russ Holden and June Thall*

Remington – “Sumner McClain, Storyteller and Promoter for Cultural Diversity” Mr. McClain will perform an original narration commemorating the life of Martin Luther King. Additional classroom work supplemented the performance. *Carol Lewenberg and Rhonda Havenor*

Remington – “Eight Grade Spanish Reading Program” A multi-level Spanish reading series, based on novels, will be offered to eighth grade students. *Carol Martin*

Horace Mann at Sullivan – “History Day Print and Video Resources for Students with Disabilities” New print and video resources will be available to students with disabilities so that they will be able to conduct meaningful research and create credible projects. *James D’ Entremont and Leigh Young*

Horace Mann at Sullivan – “Tolerance and Diversity Theme Books for Inclusion Students” Special books with tolerance and diversity themes will be available to students, many of whom have significant reading difficulties, so that they will be able to participate in class discussions and related projects. *Carolyn Fortuna*

Horace Mann at Sullivan – “Hydrogen Fuel Project” A hydrogen fuel cell exploration project will be offered to students during an after-school engineering activity. *Lauri McLeland and James Schliefske*

Horace Mann – “Alternative Maps and Atlases for Middle School” Alternative maps and atlases will be used by teachers across disciplines to offer opportunities for students to develop a better understanding of global demographics, cultures, and geography. *Sarah Lane, Debra Grant, Cecelia Gauthier, Carolyn Fortuna*

Horace Mann – “Enhanced Curricula Materials for Advanced Students” Provides high level, technology and inquiry-based science enrichment materials for advanced eighth grade science students. *Vicki Golburgh*

Horace Mann – “Personal Fitness Program for High Risk Students” Provides a special fitness program for those students who are the highest risk for health problems and will supplement regular Physical Education classes. It aims to improve fitness levels, nutritional habits, and self-esteem. *Sheila Schamber and Christine Mahan*

Horace Mann – “Health Snack Shop Operated by Special Needs Students” A snack stand and “healthy foods” will be purchased to enable special needs students to gain vocational and social skills through selling the snacks to middle school classmates, who will also benefit by being able to purchase nutritional snacks *Marilee Gleason*

Horace Mann - An interdisciplinary unit will be developed to study the factors that influence settlement using geographic and scientific concepts. *David McGovern and James Schlieffe*

Horace Mann - “Newsflash” Students will develop and present daily life broadcasts of school announcements, relevant news stories, and weather via classroom television. *Brenda Lee Vanoyer*

Remington – “Literacy Materials for Students with Reading Disabilities”: A classroom-based library of books, magazines, and other print materials will be established for students with reading disabilities to foster literacy skills, expand their general knowledge, and foster connections to other types of reading . *Karen Lindblom*

Horace Mann - The “Homestead” Platform and its surrounding area will be used as a cross-disciplinary, self-contained learning platform and will be made available to all departments in the school. *Bruno Nosiglia*

Annie Sullivan –“Composer-In-Residence”: Creation of an original instrumental and vocal musical composition for the student groups; composer will rehearse with students during the year. *Meredith Smith*

Remington – “Potato Hill Poetry Workshop”: Supports the development of poetry appreciation and writing skills through a one-day workshop and other pre- and post-activities. *Denise Ghiloni*

Annie Sullivan –“ Incredible Art Room – Part 2”: Students will research artists and then transform the ceiling tiles into paintings in the style of various artists. *Tina Guarino*

Remington – “Lights, Camera, Action”: Students will research and create film documentaries to address media production, an often-overlooked standard from the English Language Arts curriculum frameworks. *Mary Cotillo*

Remington – “Enrichment Writing Workshop” with author Michael Tougias, who will work with interested student writers

in an enrichment extension program to assist them in building their writing skills. *Carol Lewenberg and Rhonda Hevenor*

Horace Mann - “Hands-On Learning Center” will enable at-risk students to work in the center to develop their academic abilities through woodworking and related activities. *Bruno Nosiglia*

Horace Mann – “Ecosystems and Nutrient Cycles,” an aquatic learning center will be created to allow students to conduct authentic research in the roles that organisms play in the ecosystem. *Ellen Forman and James Schlieffe*

Horace Mann – “A Manga-Anime Club” will be offered during the enrichment period to provide students with a place to learn and practice this art form, be exposed to appropriate novels and movies, and to explore different aspects of Japanese culture and customs. *Christina Renaud*

Remington - “Classroom-based Library” continues the acquisition of books, magazines, and other print materials tailored to the specific interests and abilities of students who have significant reading disabilities so that they may develop their literary skills. *Karen Lindblom*

Remington – “Using Technology to Study Plate Tectonics” project integrates new technologies and Internet-based multidisciplinary lessons to expose students to science, technology, engineering and mathematics concepts as they relate to studying the earth’s structure and history. *Keith Turner*

Sullivan – “Science Exploration Program” involves middle school seventh grade students in learning more than 30 hands-on science activities and then conducting them with grade five students to interest these students in science and also to assist them in transitioning to the middle school. *Susan Fortin*

Remington – “Technology to Support Middle School Foreign Language Study,” a project to enhance learning and integrate multimedia into lessons for middle school students studying a foreign language. *Carol Martin*

Sullivan – “Family Astronomy Night” Seventh grade students will complete a science unit of astronomy and conduct related activities at a family night. *Colleen Ahearn*

Sullivan –“Flip Video Camcorders for Middle School Foreign Language Department” Four camcorders will be used to engage students in interactive initiatives related to foreign language study. *Stephanie Perr*

Remington – “Promoting Student Writing Through Use of Student Experiences” Author Loree Burns will speak to students about the writing process from the context of science fiction and as part of a multi-faceted writing project. *Denise Ghiloni and June Thal*

Remington – “Training for Special Educators” Training for speech language pathologist, psychologist, school adjustment counselor, and special educator to complete training in social cognitive development and to implement program. *Jennifer DeSanti, Frank Fitzgerald, and Karen Ingerman*

Remington – “Laptop Computer to Support Digital Projector for Foreign Language Class” The laptop computer will provide capacity to utilize fully a digital projector to conduct foreign language instruction. *Carol Martin*

Remington – “Classroom Sustainability Ball Sets” Forty-eight sustainability ball sets will be purchased to encourage more active student learning. *John Claypool*

Horace Mann - “Rocketry Club and Educational Program” Supports a middle school rocketry club that enhances applied aspects of the math and science curriculum. *Mark Brady*

Horace Mann – “F.I.R.S.T. Lego Competition” Supports purchase of equipment and entrance fees for student participation in lego competitions. *Mark Brady*

Remington Middle School – “Kindles for Middle School Students with Reading Disabilities” Appropriate books will be downloaded to kindles for use by students with reading disabilities. *Karen Lindblom*

Remington Middle School – “Smart Board to Support Middle School Foreign Language Instruction” Smart Board will be used to support 500 students enrolled in middle school Spanish classes. *Carol Martin*

Remington Middle School – “MP3 Players to Enhance Reading Instruction” MP3 players will be used to increase student comprehension of grade level texts and confidence in reading. *Kimberly Schmidt*

Horace Mann Middle School – “Night at the Museum” Traveling art exhibits will be displayed, along with related student art work; families will participate in a: “Night at the Museum.” *Jane Pichette*

Horace Mann Middle School – “The Mosaic Project” As an interdisciplinary project, students create mosaics, while studying related history and art. *Jane Pichette and Bruno Nosiglia*

Remington Middle School – “Video Camera for Middle School Social Skills Group” Funded the purchase of a video camera to enhance self-awareness in social skills groups. *Frank Fitzgerald*

Horace Mann Middle School – “Settlers of Catan -Middle School History” Provided sixth grade students with the Settlers of Catan, a game that teaches history and the development of social structures through role-playing. *Mark Brady*

Remington Middle School – “Document Camera for 8th Grade World History” This camera projects historical documents, maps, etc. onto a screen and allows these materials to be viewed simultaneously by the entire class. *Emily Ambrose*

Horace Mann Middle School – “World’s Greatest Artists – Elementary and Middle School” This project brought a travelling art exhibit of works featuring da Vinci, Monet, Van Gogh and others to enhance the arts curriculum. *Nadine Minor*

Remington Middle School – “Novels for Greek Myth Book Clubs – Middle School” These funds enhanced the social studies curriculum by providing books for Ancient Greek Myth Book Clubs. *Kimberly Schmidt*

Remington Middle School – “Software To Enhance Elementary Special Education Math Curriculum” Provided downloadable ebooks to support and sustain dyslexic and reading disabled students reading skills. *Karen Lindblom*

Horace Mann Middle School – “School-based audio book library” Provides access to bestseller and classic audiobooks primarily to students with language-based learning disabilities and secondarily to all students. *Erin O’Leary*

Remington Middle School – “Nonfiction reading library for English language arts, social studies, science” Supplements non-fiction reading resources to promote appreciation of reading across multiple subjects such as social studies and science. *Janet Chitty*

Horace Mann Middle School – “Expansion of middle school “virtual” online courses” Provides professional development training for teachers to expand the online course offerings at the middle school level. *Shawn Fortin*

Horace Mann Middle School – “Composition commission for middle school combined symphonic band” Commission a musical composition by well-known composer David Maslanka for the combined middle school symphonic band to be performed in a world premier concert in June 2014. *Nicole Wright, Nancy Schoen*

### **High School Grants**

FHS—to purchase a video camcorder to support the growth of the media production capabilities in the Theater Arts and Film Department. *Marushka Waters*

FHS—"Dangle Duo" which supports Project Adventure by offering different and challenging activities for students in physical education classes and co-curricular activities. *Michelle Downing and Mardi Donovan*

FHS—to supply students with digital camcorder and production software to create videos and Web pages related to class assignments and other projects. *Nancy Bloom and Cheryl Arena*

FHS— "GIS Remote Sensing Lab and Classroom" Provides digital cameras, as well as other equipment and supplies to expand the capability of the GIS classes to complete numerous community mapping projects. Students will work with various town and community organizations to gain real life experience. *Laraine Hawkins*

FHS – “Encouraging Careers in Math, Science and Technology for High School Junior Women” Female professional will meet with students to discuss career opportunities. Students will also access new career exploration software. *Kathleen Woods*

FHS – “Establishing a Student Gallery at Franklin High School” Provides freestanding art display panels to support the establishment of a student gallery, which will feature rotating, student-managed art exhibits. *Alicia Bell, Michael Caple, Amy Wilcox*

FHS - “Filming and Editing Software” Supports high school theatre students in completing a variety of visual communication projects that will enhance their ability to design, implement and evaluate creative projects linked to personal interests and growth. *Marushka Waters*

FHS – “Using NEC VT45 Projectors to Enhance Teaching and Learning in Grade 9 World History” Ninth grade social students will develop their oral, written, and technology presentation

skills through researching and developing PowerPoint presentations that may include music, art, photography, voice over and text layout. *Sharon Hansen*

FHS - A range of books will be provided for inclusion students with reading disabilities so that they can participate more effectively in class discussions. *Carolyn Fortuna*

FHS – “Medium and Message” Students will read primary resources, analyze messages from print and visual media, and create their own media messages. *Carolyn Fortuna*

FHS – Equipment will be purchased to enhance astronomy instruction, which will include offering three family astronomy nights. *Dr. Karen Robblee and Donna Marble*

FHS – “Longitudinal Ecology Project” Students will conduct field research on the human impact on the well-being of aquatic and terrestrial habitats surrounding Franklin High School. *Lisa Baumgartner and Dr. Karen Robblee*

FHS – “Technology (cable and NEC projector) for Contemporary Issues Classroom” to provide live cable access and support students in creating videos, DVDs, Powerpoint presentations, and websites. *John Leighton*

FHS – “Outdoor Ecological Sculpture Park”: A sculpture park will be created on school grounds to emphasize the importance of environment and art. *Lauren Jezierski*

FHS – “Language Project” supports a variety of interactive world language activities that will be developed through the use of technology. Projects will include PowerPoint presentations on countries, online Internet research to support language studies, and the production of a video. *Kerry Thistle, Edith Nelson, Jane Hey, and Debra Murphy*

FHS Resources will increase lighting capabilities for student arts performances at the high school. *Marushka Waters*

FHS – “Science and Math Integration for the Arts” Materials will be purchased to support interactive science and math laboratory activities as part of a curriculum for students in the arts. *Robert Akie*

FHS – “Campus-Connections Through Services” Resources will enable students to provide “small business services,” such as baking and car cleaning, to other members of the school community. *Gale Levine*

FHS – “LCD Projectors to support Visual Media in English Classes – Year Two” Purchase 3 LCD projectors to allow

English instructors to use visual media in their lessons. *Jamie Corbman and John Koch*

FHS – “Technology Carts to Enhance Social Studies Instruction – Year Three” Purchase 2 Projectors, ThinkPad R61E, USM Speaker System to support Social Studies. *Christopher Schmidt, John Leighton, Michael Walsh*

FHS – “High School Senior Project” Expands the capability of the high school to increase the number of students participating in the senior project from 36 to 50 seniors. *Sascha Werner and Judy O’Neill*

FHS – “FHS Senior Project” Eighty graduating seniors will spend a year researching careers, completing an internship, and reporting on their experience. *Judy O’Neill*

FHS – “Arts Demonstration Digital Library” A multi-arts resource demonstration lab will be established through purchases of resources, workshops by professionals, and documentation of demonstration projects. *Jane Hogan and Nick Bailey*

FHS – “Lego Competition” Equipment and entrance fees will be supported to enable students to participate on F.I.R.S.T. Lego competitions. *Mark Brady*

FHS – “Multi-arts Classroom Resources” Provided equipment and funds to support arts practitioner video production workshops. *Jane Hogan, Nick Bailey, Mike Peacock*

FHS – “Science Café” This program invites professionals from science, technology, engineering and math (STEM) to FHS to speak to students in a café-style setting. *Ann Butler*

FHS – “USB turntables for conversion of historic culture” Funded the purchase of USB turntables for a collaboration between the Franklin High School Art Academy, world history department, and Franklin Historical Commission to allow students to convert victrola records from the early 1900s to digital format for broader use by the museum and school system. *Mike Peacock, John Leighton,; Mark Brady (Horace Mann Middle School)*

FHS – “Artistic cultural installation” Provided funds for art students to create a permanent art installation that visually represents the educational, social, and artistic culture of the new Franklin High School. *Jane Hogan, Brenna Johnson*

FHS “Binoculars for astronomy” Provided binoculars to astronomy students to observe and record constellations at night, supplementing daytime classroom learning. *Maria Weber*